

# **Harvesting Lessons on Educator Incentive Plan Design from Technical Assistance Provided to Teacher Incentive Fund Grantees**

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2010 TIF Grantee Meeting, Washington, DC

# Harvesting Project Goals

- Capture what CECR TA providers have learned about how to design & implement performance-based compensation systems for educators.
- Phase I: In-depth Case Studies of TA Provided to 5 TIF Grantees
- Phase II: Lessons Learned Related to 5 Themes We Found in Case Studies

## 5 Cases

Grantee	Type/Location	# of Schools	Incentives Based On:
A	Large Midwest District	30	School value-added + teaching practice
B	Large Southwestern District	104	Classroom & school value-added
C	State-led Consortium of Rural & Small City Districts	40	Meeting school-wide state test attainment goals
D	Small Western District	4	School-wide improvement in attainment
E	Consortium of Urban Charter Schools	10	School-wide & classroom attainment & growth; practice added Yr 3



## Lessons from Case Studies

- To get incentives up and running smoothly, bring in external partners with expertise
  - Incentive design, value-added models, data systems, communication
  - Smaller jurisdictions shouldn't try to re-invent the wheel; need to piggyback on state measurement systems



## Lessons 2 & 3

- Have a powerful champion & link with broader reform efforts
  - Lots of opportunities for fragmentation & inertia
  - Consortia present special challenges
- Plan for communication & over-communicate
  - Affected educators
  - Other stakeholders
  - Local media



## Lesson 4

- It's harder to use classroom value-added than it may first appear
  - Data quality & teacher-student links
  - Which VA model is right?
  - Teachers of non-tested subjects
  - Consider & prepare alternatives:
    - School/team
    - Linkage with tested subjects
    - Goal setting



## Lesson 5

- Expect programs to evolve from their initial design due to:
  - Lack of supporting systems (tests, data systems) & staff capacity
  - Conflicting goals
  - Pressure for spreading the incentives widely
- Useful to have:
  - Planning year
  - “Sign-offs” on design by implementing departments
  - Pilots or simulations



## Lesson 6

- Hard to integrate teacher & principal performance evaluation
  - RFP required “fair, rigorous, objective process to evaluate teacher and principal performance”
  - But only 2 of our 5 sites linked evaluation with pay
  - Many evaluation systems not up to the challenge
- Options
  - National models (Framework for Teaching, TAP, VAL-ED)
  - Align evaluation dimensions with what teachers & principals need to know and be able to do to improve student achievement

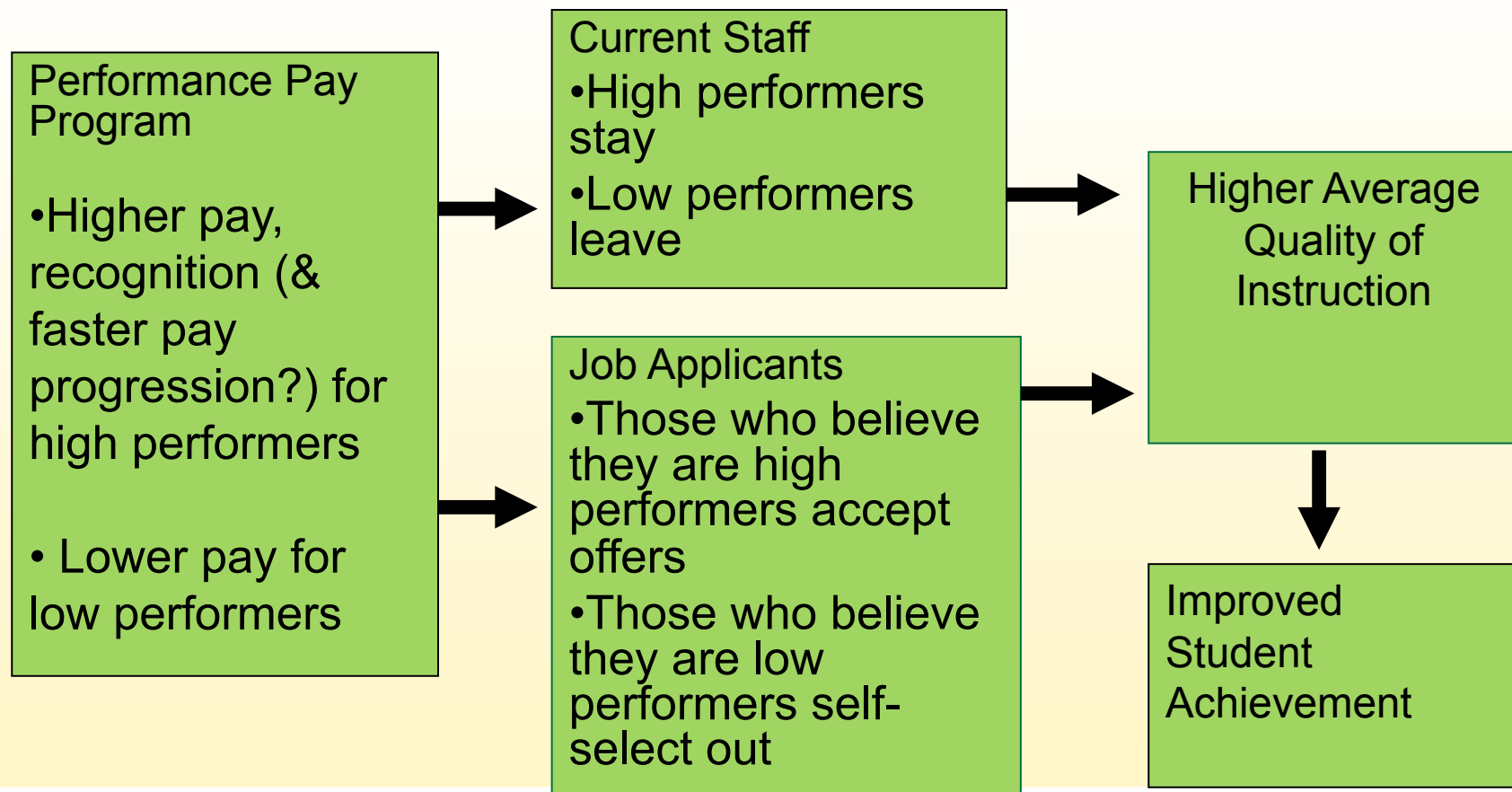




## Lesson 7

- Use formative program evaluation to make mid-course corrections
  - Evaluation could be more useful if based on an explicit theory of action or logic model

# Differential Attraction & Retention Theory of Action





## Harvesting Project Phase II

- Phase II: Lessons Learned Related to 5 Themes
- Communication & Stakeholder Involvement (Julia Koppich)
- Data Quality (Jeff Watson, Peter Witham, Tim St Louis)
- Program Evaluation (Peter Witham)
- Sustainability (Sarah Archibald, Patrick Schuermann)
- Value Added (Tony Milanowski)

## Today's Featured Areas:

- Data Quality – Jeff Watson
- Sustainability – Sarah Archibald



Center for  
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Welcome

# **Harvesting Study: Student Teacher Linkages Data**

**Jeff Watson**

**Peter Witham**

**Tim St. Louis**



## **TIF = High Stakes Decision Support**

- Success depends on:
- Getting ST linkages right
- Buy in from stakeholders
- Timeliness
- Integration with other data and departments

# ST Linkages: Competing Demands

- Complexity vs. Simplicity
- Systemic vs. Departmentalized
- Point in time vs. Changes over time







## Harvesting Questions

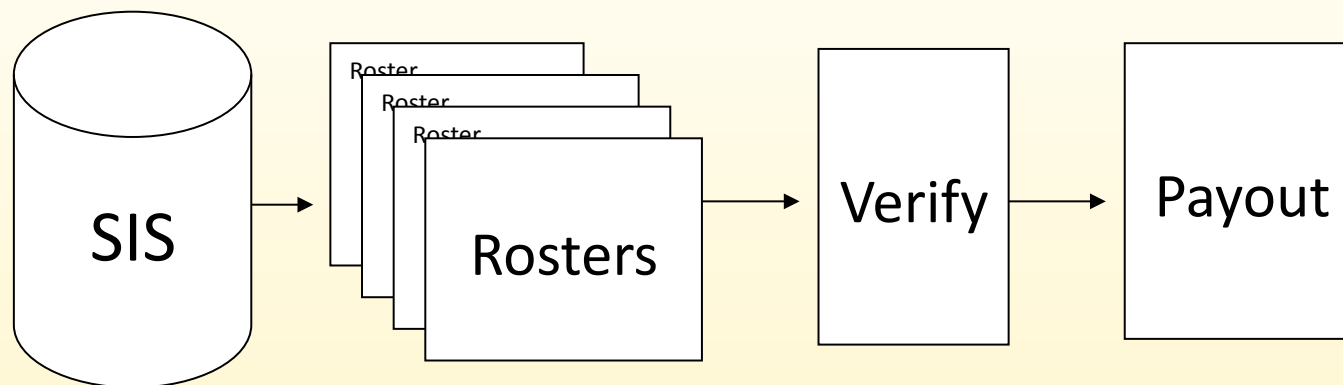
- How do TIF grantees obtain student-teacher linkage data?
- How do TIF grantees validate student-teacher linkage data?
- What impact has the work of collecting and managing student-teacher linkage data had on TIF grantees?

# Methods

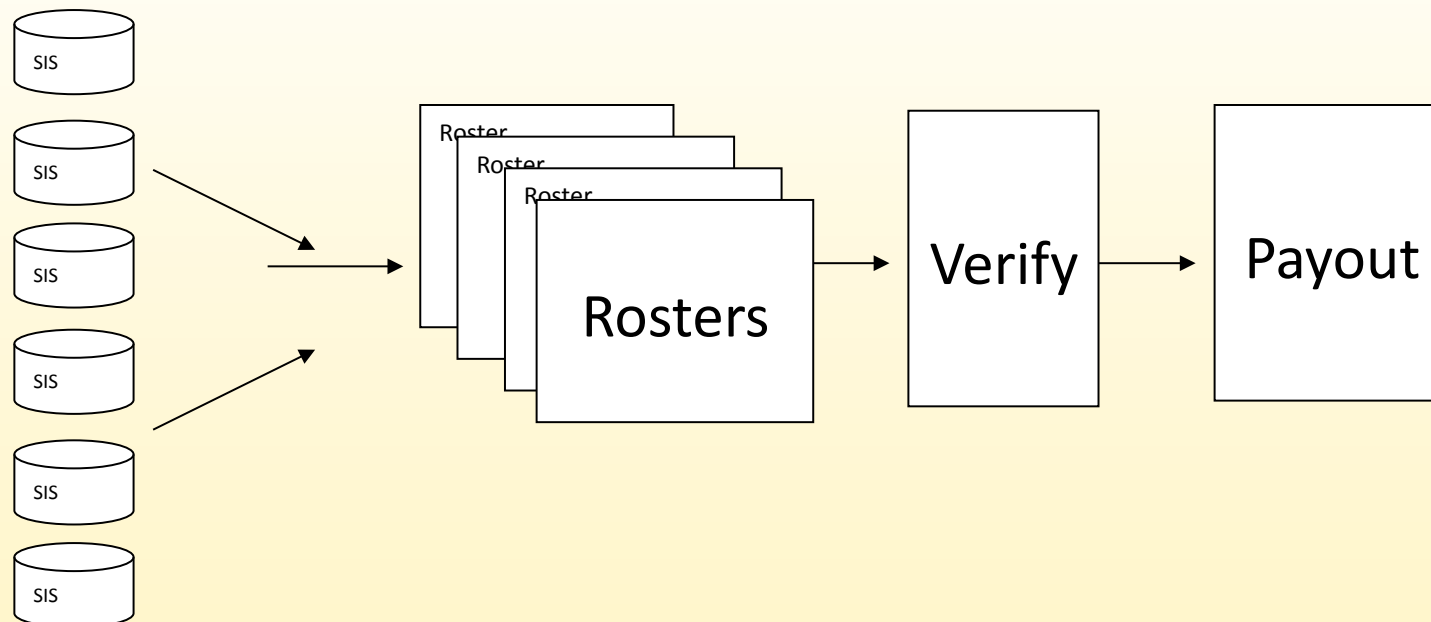


- Framework for Data Quality
  - (Battelle for Kids, 2009; Data Quality Campaign, 2007)
  - Acquisition, Validation, and System Development
- Grantees Purposefully Selected Based upon
  - Includes state-led consortia of districts, single districts, consortia of charter schools
  - Urban & rural, range of school & district sizes
  - Amount of CECR Provided TA
- Interviews and Document Analysis
  - Program Documentation
    - District Program Documentation
    - CECR Technical Assistance Provided
  - Interviews
    - Eight Grantees
    - Program Director of TIF Program or Staff from Research and Assessment
    - 40 – 45 Minute Interviews

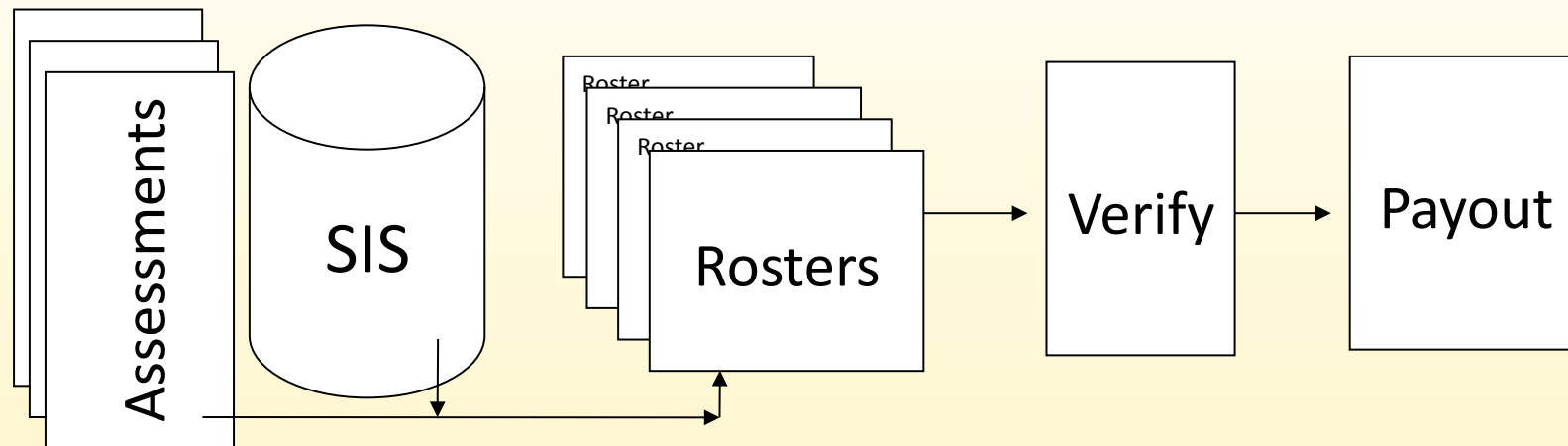
# Lesson 1: ST data are obtained and verified through a general process



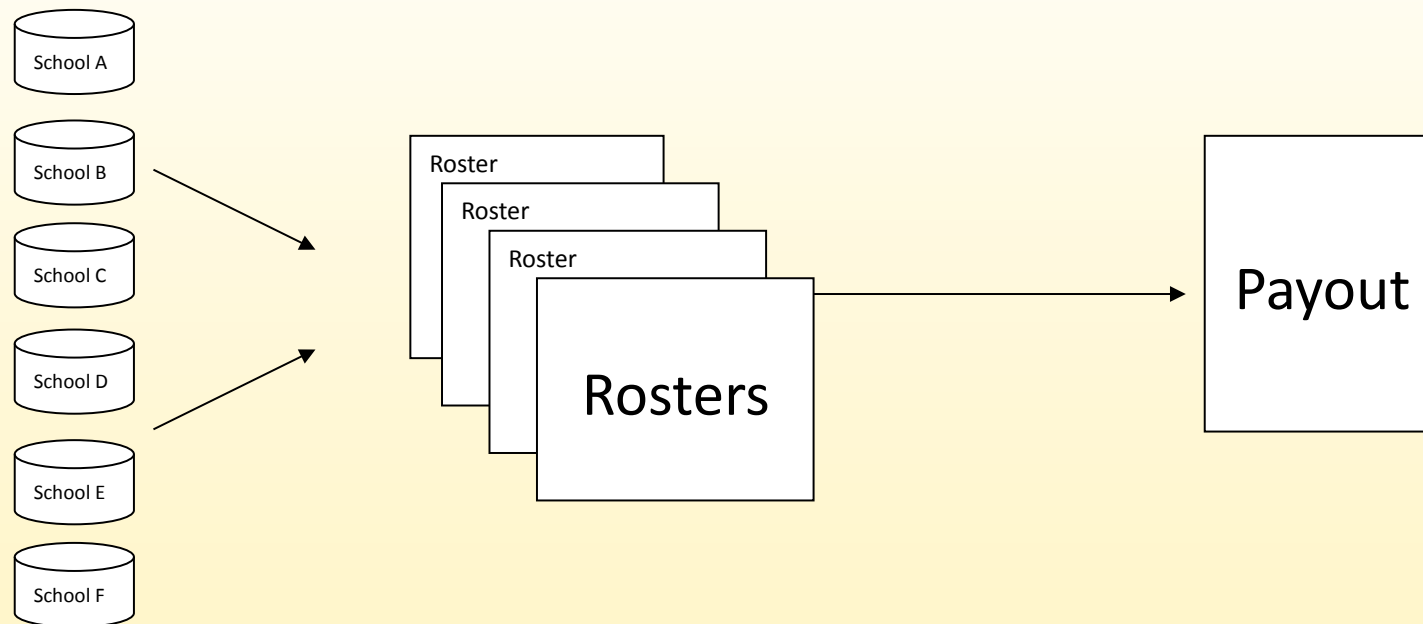
# Lesson 1: ST data are obtained and verified through a general process



# Lesson 1: ST data are obtained and verified through a general process



# Lesson 1: ST data are obtained and verified through a general process





## **Lesson 2: Balance nuance with pragmatism**

- Courses: Multiple subject areas, Project-based learning
- Teachers: Team teaching, Cross assignments
- Students: Mobility, Absenteeism



## **Lesson 3: Verification processes enhance TIF programs**

- Verification: Critical and Strategic
  - Accuracy vetted
  - Enhanced stakeholder buy-in
  - Opportunity to capture nuance
    - Changes in time
    - Team teaching





## **Lesson 4: Leverage school personnel for different purposes.**

- When/where to involve principals
- When/where to involve teachers
- Point in time vs. changes is time



## **Lesson 5: TIF projects need to be connected to IT infrastructure.**

- Connecting TIF to IT infrastructure
  - TIF as a Business Driver (not compliance focused; high stakes DSS)
  - Multi-level connections
  - Technical staff involvement
  - Focus on managing teacher data
  - Implementation → Challenge → Innovation



## **Lesson 6: External partners can increase both capacity and overhead**

- SIS vendors, Database mgmt., Verification processes and tools
- Positive consequences:
  - Increased capacity, specialized and expert knowledge, external agency
- Negative consequences:
  - Vendor silos, more project mgmt. and communication overhead for the grantee

# Questions?





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# **Fiscal and Programmatic Sustainability**

**Sarah Archibald**

**Patrick Schuermann**

**Ray Kluender**

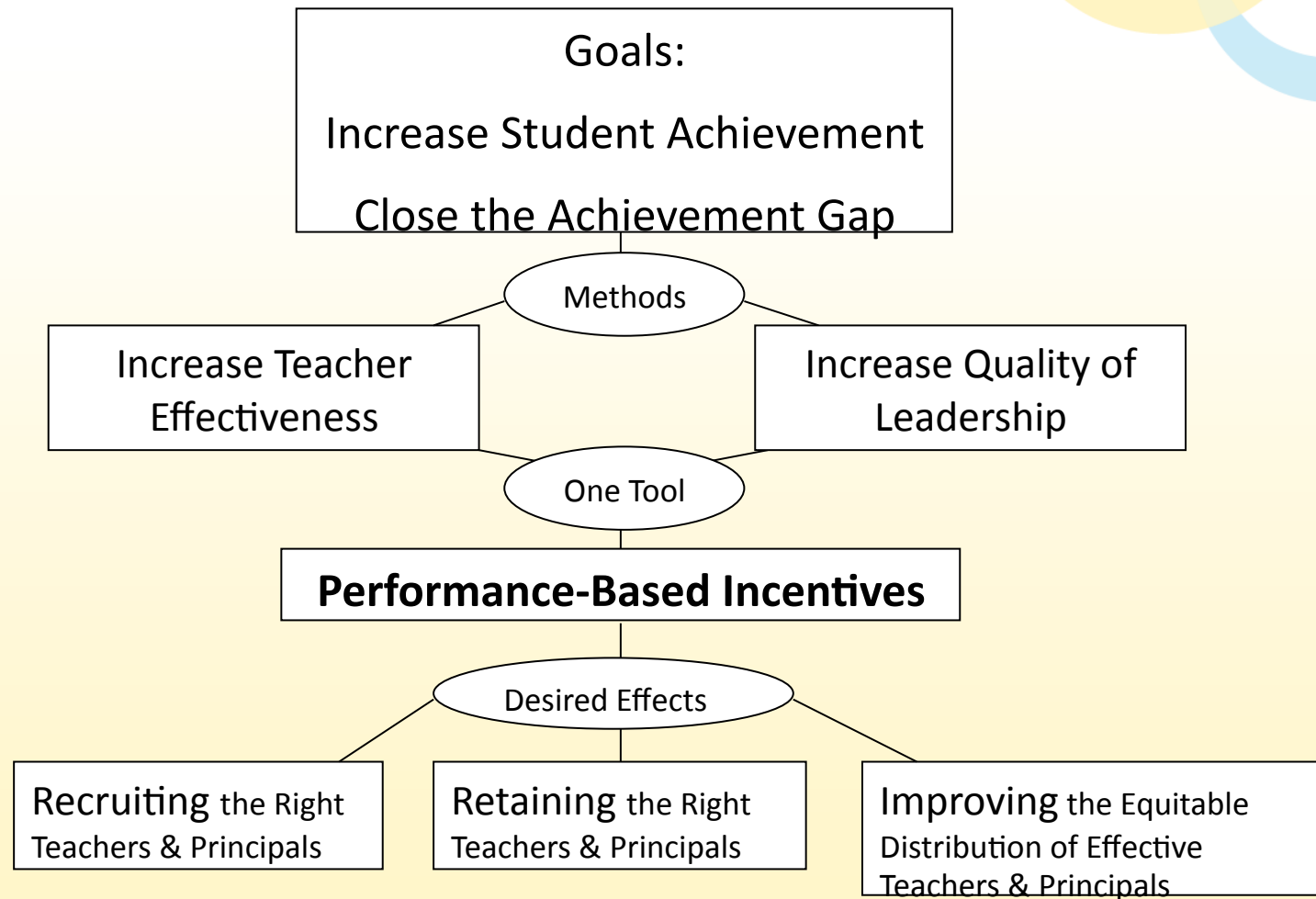
**Kirsten Ptak**



# **Sustaining Performance Incentives Beyond the Grant**

- Why is sustaining performance-based incentives important?
- Programmatic Sustainability
  - What are some ways that grantees are setting their programs up for long-term success?
- Fiscal Sustainability
  - How are grantees financing their contributions to the incentives and planning to sustain them after the grant period?

# Human Capital Reform as the Cornerstone of Systemic Improvement







# Harvesting Method

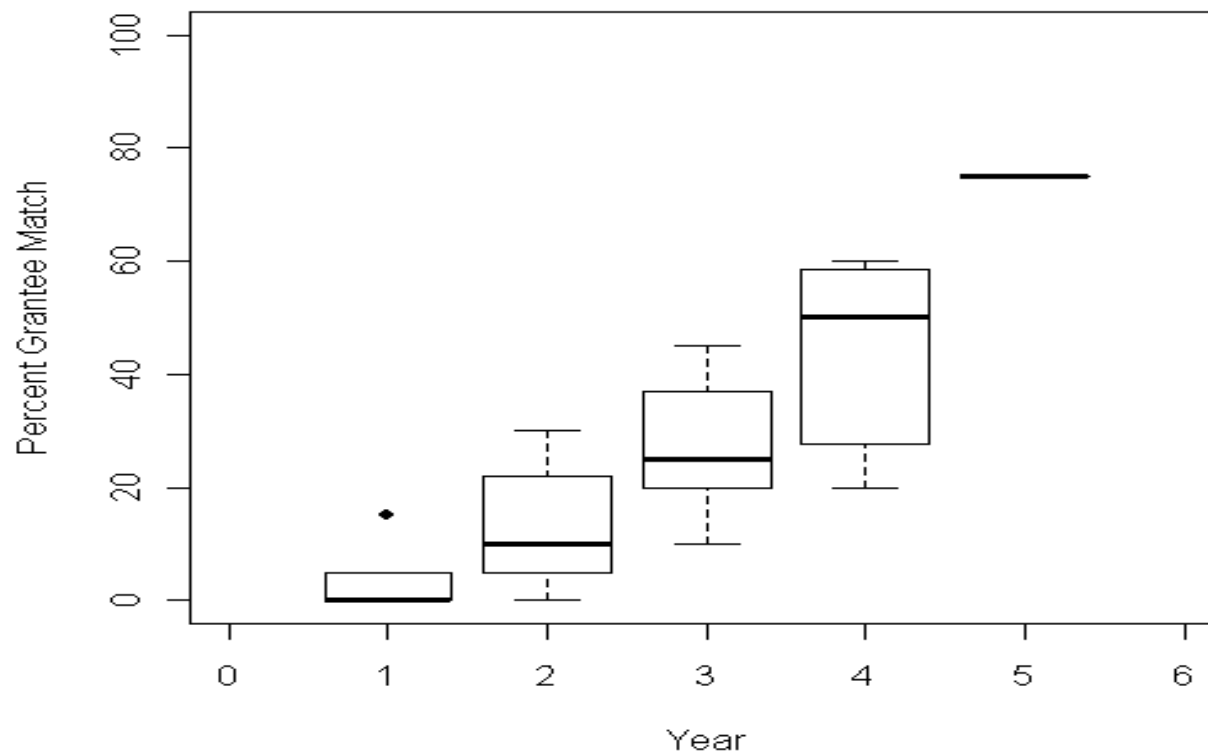
- Grant proposals
- Self evaluations
- Interviews

# Programmatic Sustainability

- Ways to achieve it:
  - Base your incentives on the same performance measures already in use
    - Dallas
  - Build broad stakeholder support
    - Weld County
  - Eliminate your old pay system altogether
    - Pittsburgh
  - Sell the program by tying it to a goal everyone supports
    - Guilford
  - Integrate performance pay into broader improvement initiatives
    - Houston

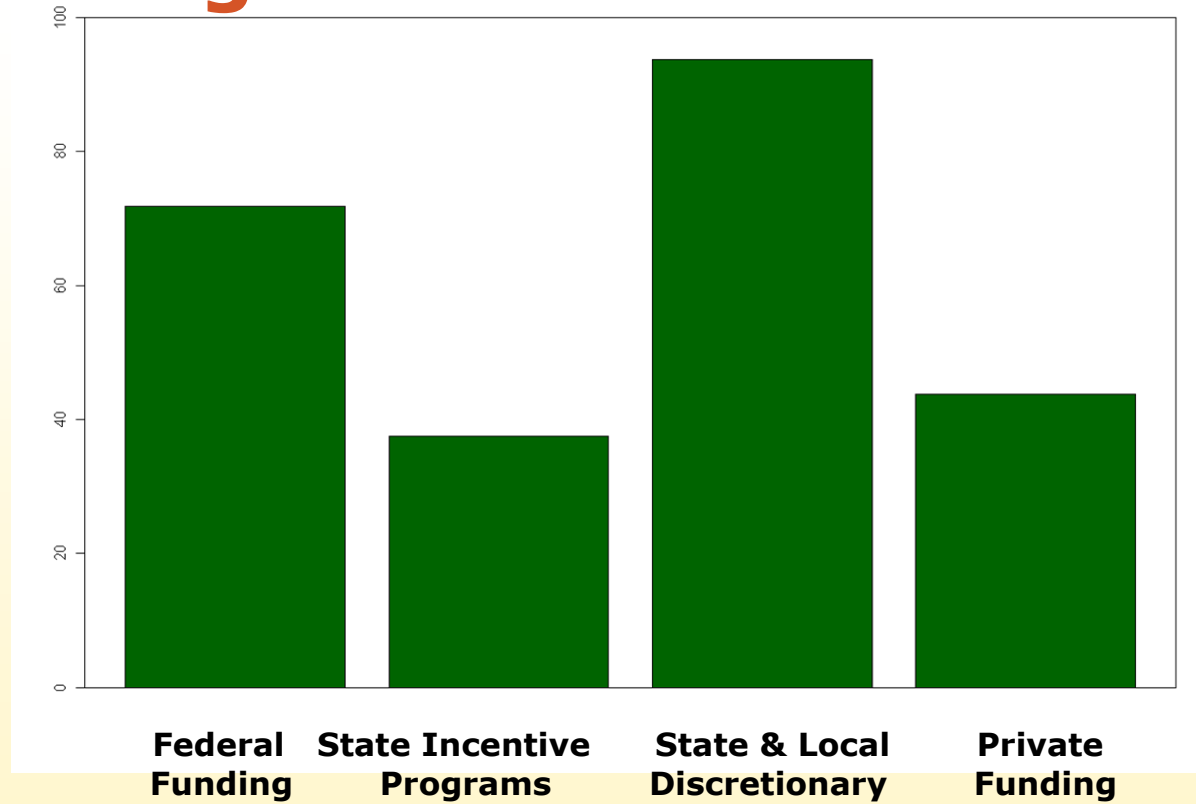
# Fiscal Sustainability

**Grantee Match Percentages by Year**



# Funding Sources

**Percentage  
of Grantees  
using  
Specified  
Funding  
Source**





# Fiscal Sustainability

- Ways to achieve it:
  - Federal funds – Title IA, Title IIA
    - Dallas
  - Specific state incentive program
    - Texas's DATE program
  - Reallocate existing resources
    - Guilford
  - Economies of scale
    - Edward W. Brooke Charter School
  - Pass a separate mill levy
    - Denver
  - Private Funding
    - New Leaders founding funders and secondary funders



# Components of a Successful Sustainability Program

- What are the common threads throughout any successful sustainability plan?
  - Performance pay as part of a coherent systemic improvement initiative
  - Committed leadership
  - Stakeholder support
  - Steady funding source or creative reallocation of existing resources